

BMGM6003

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Specialist Placement: Leading Staff Development

BMGM6003

Reasoning for the training support materials delivered in Assessment (1)

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08 November 2024

I acknowledge the use of ChatGPT (<https://chatgpt.com/>) on the 4th of November to support my research using the prompts:

1. Please summarise a book 'Memory: a contribution to experimental psychology' by Hermann Ebbinghaus.
2. Please summarise a book 'The 5 languages of appreciation in the workplace' by Gary Chapman.

I confirm that I have not presented any AI generated text as my own work. I confirm that I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Staff development, as defined by (Armstrong, 2014) involves a strategic and methodical approach to enhancing the skills, knowledge and behaviour of employees ensuring they can meet the present and future vision of the organisation. The concept is grounded in the belief that powerful human capital is the major source of the competitive advantage (Cote, 2020). To reflect this reasoning, comprehensive training and support materials were created for The Morgans Hotel employees with a primary aim to serve as essential tools for enhancing staff competencies, improve performance and facilitate direct opportunity to apply new concepts for the upcoming Beaujolais Day thus bridging the gap between theory and practice.



Much has been written about andragogy; the theory of teaching adults. Knowles (2020) contends that in comparison to pedagogy; the theory of teaching children, adults possess distinct characteristics when it comes to learning that require tailored techniques to ignite curiosity. Knowles asserts that adults carry a substantial responsibility for their own learning process and are motivated to learn only when training addresses their professional and personal ethics and is immediately applicable to their circumstances. This phenomenon has become a central approach in the creation of training materials to ensure they accommodate the evolving dynamics of modern learners, capture and sustain their awareness, seamlessly align with their expectations and personalise their journey from the moment of initiation.



Therefore, adopting a comprehensive and relevant content about wine during the presentation and throughout the workbook has been significant. The reason for this is that staff are given the freedom to decide, which aspects they would like to expand on further based on their individual requirements making the content more applicable to their professional improvement. Furthermore, through discussing how to effectively perform wine service and how to create customer value, staff can analyse their previous experiences in relation to the training content, enabling them to create tailored pathways for areas that call for adjustments. Additionally, by including an industry real example of how to effectively enhance customer experience in wine service, training becomes authentic giving employees the invaluable opportunity to replicate what functions the most effectively in a competitive environment.

The implementation of SMART Goals has also become equally significant and coherent with Knowles theory. This is because when the goals are set using this technique, they are specific,

achievable and applicable³ Particularity, they allow staff to create actionable plans that directly relate to their job responsibilities, shifting their focus from rigid operational duties to mission oriented tasks, creating a stronger engagement (Gallup, 2023). Setting SMART Goals also play a crucial role in employee development phase within the context of employee lifecycle because according to⁴ Connect, 2024), goals provide a clear roadmap for success. Therefore, the major focus for the presentation part of the training has been prioritising that goals are directly communicated to the employees from the outset. This has served as a critical function to assure employees about a relevance of the training as well as deep dedication to fostering their professional growth and maximising their full potential. This was achieved by clearly outlining the skills and competencies required to adapt, benchmarks for measuring their success and giving specific time restrictions of when objectives should be met⁵ knowledge not only demystify their uncertainty to sudden change but also creates a solid grounding that allows staff to trust the process and embrace the opportunities that lie ahead (Sinek 2021).⁶

What is more, according to (Uka and Prendi, 2021), employee motivation is one of the main components of achieving company success. Consequently, giving the opportunity to act as a leader and deliver the training session effectively, my major responsibility was to connect with my audience and establish a foundation to motivate them to apply the concepts introduced .To support this goal, my approach was centred on designing the slides that highlighted the benefits of undergoing the training considering both the advantages for employees and the specific value to the hotel. The reason for this particular circumstance is based upon Herzberg Theory which emphasizes the importance of prioritising motivators - elements that drive employees to excel and find satisfaction in their job, over hygiene factors - elements that prevent dissatisfaction but do not have the ability to motivate on their own. (Lambert, 2020). Therefore, by clarifying the benefits of the training to employees such as, skills improvement or recognition for their meaningful contributions, I aimed to ignite a sense of purpose and excitement in employees, moving beyond the monotony of change being perceived as constant unremarkable process that can contribute stress burnouts or toxicity in teams (Smollan and Mooney, 2024). On the other hand, by clarifying the connection between the training and the benefits it brings for the business, I desired to synchronise diverse talents of team members and communicate that their development is not just a personal evolution but additionally a

critical component of a shared vision that magnify the job security, satisfaction and a collaborative work environment (Loon Hoe, 2007).

Correspondingly, during the creative process of developing this presentation, the limitations of inclusivity of the material and audience retention was also carefully taken into account because research has shown that human attention spans are limited whereas diverse learning styles are wide-ranging, suggesting that universal approach in training is often insufficient (Samba Recovery, 2024). As an example, the slides consisting solely of text fail to maintain engagement of diverse learners, such as visual, auditory and kinesthetic (Williams et al. 2022). To address this matter, it was thus important to identify individual learning styles of staff at The Morgans Hotel, and this was conducted through a short questionnaire. The results exhibited a diverse range of learning styles indicating a preference for combined approach which granted permission to deliver the training information from multiple angles. For instance, implementation of a videos demonstrating wine service etiquette and real industry example of how wine service can be elevated, allows to represent practical side of the topic in real time, thereby cater for instance, to kinesthetic learners because such learners can directly observe the task being performed and put effort to mimic it through real world

application.

For auditory learners, the incorporation of interactive knowledge quizzes into the presentation was a vital strategy to encourage audience to discuss knowledge and stay active fostering a more dynamic learning environment. What is more, the quizzes are also conducted in order to gauge the baseline knowledge of individual staff in an effort to identify areas of strengths and gaps in knowledge. This is done to tailor the focus and time on the slides that would improve such gaps. Similarly, the idea of the post-training quiz, where ball will be thrown to randomly selected employee is designed to create an immediate feedback loop that allows to evaluate the effectiveness of the training session likewise measure staff progress, provide open space for peer discussion and clarify misconceptions on the spot (Gray,2024).

Alternatively, in order to cater to visual learners, the use combination of pictures and bullet point was used to break complex information into simple formats. For example, the usage of visuals such as a wine bottle, aims to help visual learners build rich mental representations of the topic discussed, whereas bullet points offer clarity and directness, reducing the effort of decoding long and intricate sentences. This approach aligns with the dual-coding scientific theory proposed by (Paivio,1990), which precisely emphasizes the importance of minimizing information overload for visual learners to sustain strong knowledge retention and accelerate recall.

Creating a traditional participant workbook as a training support tool was also an integral component of the session planning. The idea of creating a workbook arose from the need of providing staff with easily accessible learning resource that staff can revisit at their convenience to reinforce understanding and solidify learned concepts after the training session has concluded. To make the learning experience more enjoyable, the workbook contains immersive exercises such as fill-in-the-blank spaces, activities to list the wine characteristics and task that require staff to arrange sequence of wine service in the right order to promote active learning and participation. Active learning is not a new concept; however, research has shown that it has recently gained a renewed attention in educational contexts, largely due to its ability to engage students with the material and make them think critically, rather than allowing them to solely rely on passive absorption of information (Cornell Center for Teaching Innovation, 2022). Similarly, Edgars Dale *Cone of Learning* supports this approach suggesting that learners achieve higher interest in the subject matter through “doing” (Lalley and Miller,

2007). Clearly, the upper and lower numbers of the diagram demonstrate that learners only remember 10% of what they read, 20% of what they hear and as much as 90% from hands-on approach. This can be interpreted that learning is not about quantity of presented information but the quality of connection with the material.

What is more, the workbook was also designed to promote better remembrance of material by encouraging staff to treat it in the same way as sticky notes or revision cards. This is a valuable strategy because according to German Psychologist and his concept of a 'forgetting curve', learners can forget 50 % of newly acquired knowledge within one hour of completing training, with retention reducing further after one week (Ebbinghaus, 2013). Consequently, the workbook allows employees to be exposed to key concepts multiple times, as they complete the activities, which makes it more likely that these concepts will be fixed in their long-term memory (Brown, 2014).

Furthermore, to maximise the learning effectiveness and support staff emotions to change both of the training support materials, contain the initiation of helping tools: *Learning Through Experience*, *Hope at Work* and *the Shout out Chat*. The PowerPoint allows students to understand what the tools are whereas workbook enables students to practically apply them. Carefully selected the tools, aim to support employees in thinking positively about the change while also show understanding towards their concerns and feelings. They aim to ensure employee that change, is a gradual process where even a minimal progress is better than perfection and should be appreciated. They aim to create an environment where employees are welcome to explore, learn from mistakes and develop skills without fear of failure (Stagl, 2015).

The *Learning Through Experience* tool for instance, allows employees to reflect on their performance. According to (Kolb, 2015), this is the most effective way of learning because it engages individuals to better understand their emotions, thought process and motivations that influence their decisions and actions. This suggests that by implementation of this reflective task in the workbook, employees will be able to understand their internal dialogues and will have the ability to connect their self-awareness directly to the actionable steps for future situations. For example, if an employee reflects to have the tendency to recommend the same wine to all customers due to lack of knowledge about other available options on the wine list,

they can set a goal to learn at least two or three additional wines in detail. This fosters a growth mindset where mistakes can be viewed as opportunities rather than obstacles. On the other hand, the *Hope at Work Tool* empowers employees to establish logical pathways to achieve the goal they set in the reflective task, consider alternative pathways in the face of setbacks, and plan strategies using agency thinking to maintain motivation along those pathways likewise plan for rewards upon reaching successes. This method according to (Snyder, 2002), leads to 14% increase in staff productivity, because individuals experience greater well-being and a sense of security and productiveness. It is also a way, to encourage staff to learn optimism, self-efficiency and greater self-esteem.



The *Shout Out Chat*, however, serves a dual purpose. Firstly, this platform allows employees to actively communicate with each other, compare experiences and share constructive feedback likewise discuss challenges, share solutions and celebrate achievement. For example, if an employee sees that using certain wine upselling terms has effectively increased the interest in premium wine sales for his colleague and is celebrated on the chat, the individual become more motivated to adopt similar strategies in their own customer interactions. This is because appreciation and acknowledgement for contributions are fundamental human needs that encourage employees to engage more fully in their roles, tasks and responsibilities (Chapman and White, 2019). Secondly, by tracking the chat activities, it will become possible to monitor individual contributions and assess performance against key performance indicators (KPI's). For instance, if an employee regularly shares positive experiences when it comes to wine sales, it will be possible to cross-reference that with the actual wine sales figures to confirm the effectiveness of their strategies.



Overall, by critically analysing the content and structure of the detailed training support materials, it was validated that strategically planned training resources are integral to promote employee engagement, effective knowledge absorption and active participation in applying new skills in long-term. The presentation has demonstrated the ability to help employees grasp the relevance of the content by offering an immersive learning experience. On the other hand, the workbook has proven to be helpful in walking the employees through the material in depth as well as act as a living document.

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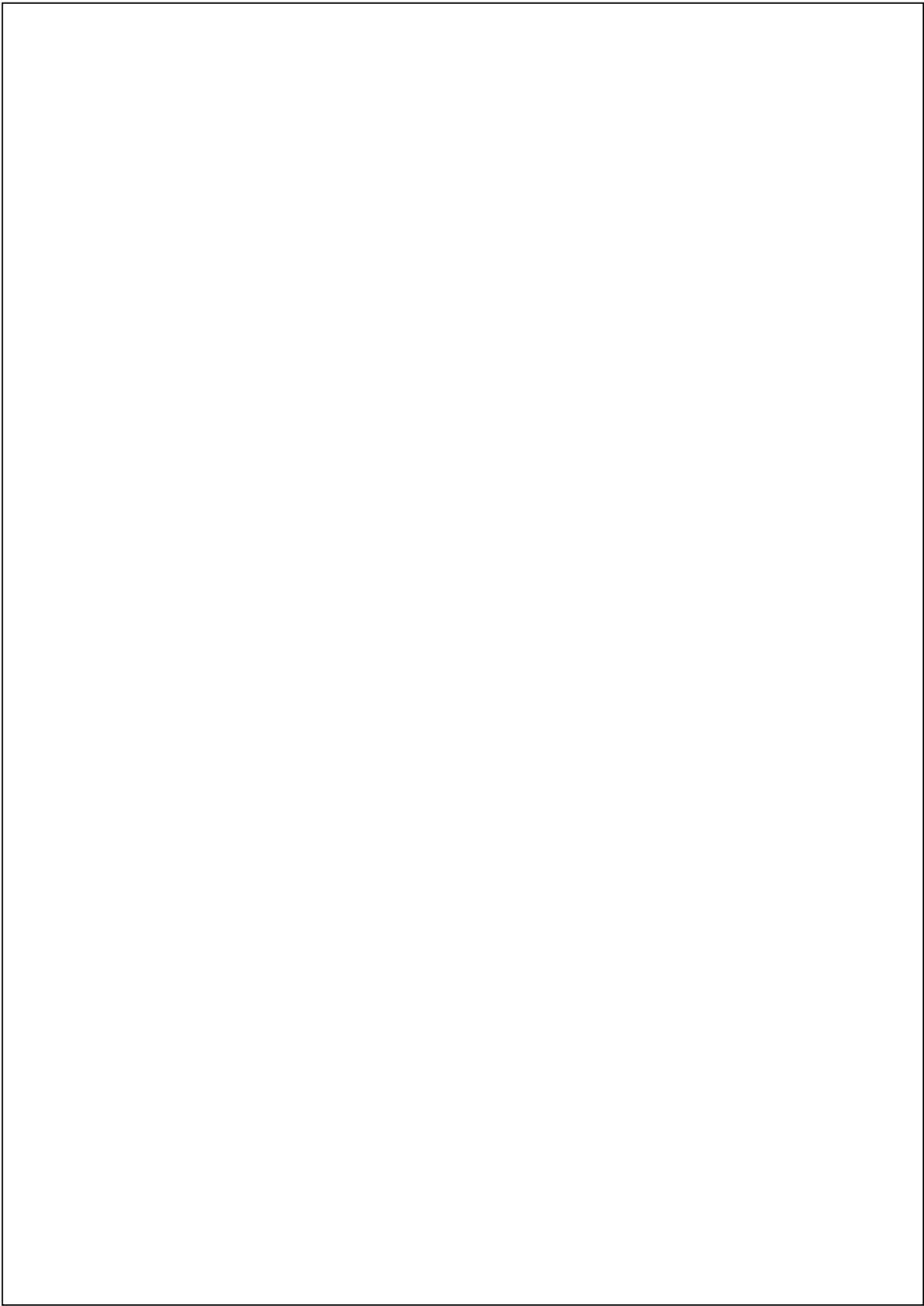
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FINAL GRADE

70/100

GENERAL COMMENTS

This paper has been IV'd by Jessica Newport as second marker who agrees with the mark and comments made by Antoinette Milne as first marker.

PAGE 1

PAGE 2

PAGE 3



Comment 1

Your introduction is clear, concise and strong.



Comment 2

This is a very good point, well made and researched.

PAGE 4



Comment 3

It is important to provide an in-text citation to support this point.



Comment 4

It isn't necessary to have this citation in brackets.



Comment 5

I believe this is meant to be, "met".



Comment 6

This is an important point.

PAGE 5



Comment 7

It is important to include the questionnaire, the results and your analysis (in detail).



Comment 8

It is important to include the video/s (or at least a link/s).

PAGE 6

PAGE 7

**Comment 9**

It is important to discuss how the employees will be motivated to do these activities. In other words, are they to be mandatory and/or will they be checked/asked about by Managers.

**Comment 10**

This is quite a long sentence and it can be helpful to consider writing shorter sentences, for increased clarity.

**Comment 11**

This is a very good point and partly addresses the comment made above about motivating employees to take part.

**Comment 12**

It is important to include the date accessed.

**Comment 13**

It is important to include the place of publication.

GRADING FORM: BMGM6003 STAFF DEVELOPMENT

PAULINA SKOCZEK

70

LITERATURE ENGAGEMENT /10



In some places, it is important to provide in-text citations to support your points. You have provided references. Remember to follow The Harvard Reference Guide (please see in-text comments).

6

KNOWLEDGE & UNDERSTANDING /20



Your introduction is clear, concise and strong. You have given thorough reasons for your choice of

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training materials, providing research to support your choices. You have discussed the needs of the employees and linked this to the materials. It is also important to consider differences in staff experience, abilities/disabilities and starting knowledge.

COGNITIVE & INTELLECTUAL /20

 It is important to include your questionnaire, the results and your analysis. Overall, you have demonstrated critical thinking, analysis and evaluation. Some more detail can enhance this (please see in-text comments).

15

PRACTICAL APPLICATION /25

 You have linked theory to practice, which is excellent. You have found solutions to the challenges and given thorough reasoning. Perhaps some additional innovative ideas can be helpful, such as the use of the immersive suite/room at the University.

18

TRANSFERABLE SKILLS /25

 It is important to review the report and check the grammar in places. Some sentences and paragraphs are quite long and it can be helpful to have shorter paragraphs and sentences for increased clarity. There is a large space between two paragraphs, which is somewhat confusing.

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